

The Discovery Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Discovery Pre-School is managed by the Pre-School Learning Alliance and is registered under its current ownership in 2006. It is situated within the Discovery Primary School in Walton, Peterborough. It operates from a large room within the school, which it shares with the after school club; both settings are managed by the Pre-School Learning Alliance. The children have regular use of the school gym. The room and grounds are fully accessible to disabled children and adults. The pre-school is open everyday from 8.45am until 2.45pm, during term time only. The after school club opens from 3pm until 6pm each weekday, during term time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to take a maximum number of 30 children between the ages of two and five years at any one time. There are currently 40 children on roll, some of whom receive the early years funding. There were 17 children in attendance during the inspection. The setting is able to support children with special educational needs and/or disabilities and those for whom English is an additional language. The setting employs seven staff, five of whom hold suitable early years qualifications, with one member of staff working towards an Early Years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress in their learning because staff have a good understanding of each child's developmental needs and the Early Years Foundation Stage. Partnerships with parents are strong and as a result, children confidently settle within the setting at drop off times. Self-evaluation is a strength due to the staff working together to identify areas of improvement, which positively impact on the learning environment provided for the children. Staff work hard to support the learning needs of children with English as an additional language, which means that good progress is made in relation to their starting points.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop planning to further promote the children's learning and development within the after school club
- develop access to the outdoor environment to link it with the indoor environment, so the children can move freely between these areas.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures developed by the management ensure that staff are suitably vetted and hold appropriate early years qualifications. Staff review and development of sessions ensure that training needs are discussed and professional progress maintained. As a result, children benefit from a highly qualified workforce that is able to meet their individual needs.

Staff regularly update their safeguarding knowledge through in house training, competently demonstrating their ability to protect children. Risk assessments are thorough and audited annually as a preventative method to minimise accidents. Children are actively involved in reducing risks and as a result, have a good understanding of how to keep themselves safe.

Staff work together to evaluate their practice and have a clear vision for improving the pre-school environment and the outcomes for children. Parent's views are sought through effective questionnaires and drop in sessions. The feedback received from parents helps to identify strengths and areas of development. The staff use this to reflect on the practice of the setting and to raise the achievement levels of the children.

The setting has established good links with the local children's centre and the School. Therefore, children are well supported during periods of transition, allowing consistency of approach and continuity of care and education. Parents are happy with the setting. This is demonstrated through parent questionnaires and regular meetings. The staff operate an open door policy and parents feel comfortable offering feedback. The setting makes good use of drop-in sessions with parents to discuss the achievements of their child.

There is an effective deployment of resources. Children have a wide range of activities available to them, which they proudly show to visitors. Parents are invited to the setting to share in the celebrations of festivals significant to them. Different religions and cultures are focused on throughout the year, helping children to understand and respect diversity and the values of others.

The quality and standards of the early years provision and outcomes for children

Children make good progress towards the early learning goals as staff demonstrate a good knowledge of the Early Years Foundation Stage. Planning has recently changed to place more emphasis on the children's changing interests. Adult-led activities focus on the specific needs of individual children. Observations are completed on each child. These are recorded, linked to the areas of learning and their next steps used to inform future planning. However, staff have yet to become familiar with the new method of planning and not all members feel confident, especially when implementing it in the after school club.

In the pre-school setting, the learning environment fosters all areas of development and children are positively engaged with the learning opportunities presented to them. A messy room has been converted into a beach experience with sand covering the floor area. Children enjoy sitting in the large sanded area, burying shells and digging for treasure. Beach themed artwork is attractively presented with photographs of holiday destinations. Themed beach and seaside vocabulary with visual aids are also displayed and staff use these keywords to extend thinking.

Children behave well within the setting as staff have high expectations and encourage them to resolve disputes independently. Hygiene routines are embedded into everyday practice and as a result, children know that they must wash their hands after toileting and before snack. Photographs displayed in the toilet area show children how to wash their hands thoroughly and they point to this and remind each other. Healthy snacks are provided by the setting and staff work together with parents to ensure children are provided with a healthy lunch. A visual display in the main entrance shows parents what constitutes a nutritious lunch and staff use this to support those, who have English as an additional language. Children have access to a secure garden area with a multitude of resources to extend their physical development. However, due to current building work restrictions within the school, they are not able to move freely from the indoor and outside environment. This is an area identified in their self-evaluation.

Children have access to a wide variety of Information and Communication Technology equipment, which supports their skills for the future. Children support each other when using a computer game. For example, those more competent help others to print out their work. When it does not print, the children demonstrate their further understanding by looking at the printer and realising that it has been turned off. They turn it on and press print again. Children's self-esteem flourish as development files are made fully accessible to them. For example, a child has made a picture using a computer programme, once it is printed off, the child asks an adult to help them find the folder. Once found, the child puts their piece of work in the folder, they look back through and show the adult other pieces of work they have added to it. Photographs displayed by the development files show the enjoyment the children have in sharing their special work with others. The setting offers an inclusive and welcoming environment for all children and their parents. Children's artwork is colourful and displayed at their eye level, which supports their learning and self-esteem. The children are proud of their work and this forms the basis for discussion. For example, a child points to a collage picture displayed on the wall and reminisces about the material sticking to her finger and having to peel it off.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met